



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Missouri State University

Program Title: Specialist in Education, Teacher Leadership

Degree/Certificate: Specialist in Education

Options: None

Delivery Site(s): Missouri State University, Main Campus – Springfield, MO

CIP Classification: 13.1299

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory higher.ed.mo.gov/ProgramInventory/search.jsp

Implementation Date: Fall 2015

Cooperative Partners: None

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

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11-24-14

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Executive Summary

The Master of Arts in Teaching & Learning (MATL) and the Specialist in Education, Teacher Leadership (SETL) are interrelated—a program design which will meet the needs of practicing teachers in our part of the state. Each of the two degrees have a core of 18 credit hours (the SETL courses delivered in a blended format) wherein the two groups (MATL and SETL) will periodically meet in tandem and both degrees will be delivered on-site, in a public school, using a “cohort” model. The objective is to allow teachers who desire different outcomes to their graduate education—some wanting a master’s degree, some a Specialist—to share important conversations and learning with colleagues and other teachers from surrounding school districts. The degrees respond to the needs of teachers and school administrators charged with improving teaching and learning in the public schools and with developing a cadre of “teacher leaders.” Core courses can and will be adjusted to fit the needs of particular teachers in particular cohorts. Additional courses in the “Emphasis/Elective” section of the degrees will allow individual students to tailor their studies to other more particular needs they may have. The two degrees will also involve students with significant research opportunities, culminating in research projects appropriate to the degree they seek.

Introduction

Rationale: (SETL)

Teachers ought to have leading roles in making decisions in their schools and school districts—and we believe they need to *deserve* these leading roles by proving themselves to be excellent teachers, committed professionals, and supportive colleagues. Urged on by continuing demands for teacher quality and reforms happening in K–12 education, school districts are trying to find leadership positions for their most talented, gifted, and dedicated teachers—without them having to become a school administrator. This Teacher Leadership degree, offered at the Specialist in Education level, is designed to prepare teachers for these leadership positions. New in this part of Missouri, this degree will encourage and reward these top teachers for staying in the classroom.

1. Need:

The need for site-based graduate programs for practicing teachers is confirmed in a variety of different ways. Site-based graduate programs have been put into place across the country. This switch has been driven by market demands. Given the choice between campus-based graduate programs, on-line programs, or site-based programs, teachers overwhelmingly prefer site-based programs. We confirmed this demand with our own survey of area teachers in Spring, 2011. A further survey of needs was conducted in Summer and Fall 2012 in discussion with area school superintendents and principals. We presented the degree ideas to area administrators and asked if they would want to host a cohort. Every school administrator indicated a desire to have these degrees available to their teachers; all wanted to talk to MSU about possibly having the cohort hosted on their school site; one school superintendent indicated that if he couldn’t have

such degrees from MSU, he would seek them from another university. A more comprehensive needs survey has confirmed the need for these degrees and these certificate programs.

A. Student Demand:

- i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete table below)

| EdS | Year | | | | |
|-----------|------|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 |
| Full Time | 0 | 0 | 0 | 0 | 0 |
| Part Time | 10 | 20 | 25 | 30 | 35 |
| Total | 10 | 20 | 25 | 30 | 35 |

- ii. Enrollments will not be capped in the future

B. Market Demand:

- i. National, state, regional, or local assessment of labor need for citizens with these skills.

Missouri State University is located in the heart of hundreds of square miles of rural and suburban southwest Missouri. Some of the pre-K—12 schools in this part of Missouri are well over a hundred miles away from any university offering graduate programs for teachers. Increasingly few teachers travel to the campus of Missouri State University, or other college campuses, for graduate education. On-line programs serve some of these teachers, but most on-line programs specialize in degrees preparing teachers to become administrators—they are not aimed at giving teachers additional knowledge and skill to perfect their craft in the classroom. And they are not the kinds of degrees teachers and their administrators say they need—and they are not site-based, which is what practicing teachers want. Smaller colleges in the area are not well positioned to offer site-based cohorts in the areas served by Missouri State University.

Post-master's degrees—especially a Specialist in Education degree for teachers who want to remain teachers—is an untapped market in this part of Missouri. The degree we intend to offer, the Teacher leadership degree, is being offered by more and more universities—though not in Missouri. Educational reform, starting with NCLB legislation in 2001, has increasingly called for “teacher leaders” to enact improvements in student learning. And no university, to our knowledge, offers a site-based cohort model where teacher colleagues—regardless of whether they are seeking a master's degree, a Specialist degree, or the certificate in Teaching & Learning—can study and learn together in ways that will improve their teaching and the school communities in which they teach.

C. Societal Need:

i. General needs which are not directly related to employment

We need teachers to continue to improve their teaching practice. Getting initial certification to teach from an undergraduate institution is one thing, but continuing to study and learn how to be more effective in the classroom is another. Teachers who want to become administrators, counselors, librarians, or literacy coaches—or who want some other similar professional track—have many options for acquiring the knowledge and certification they need. But those teachers who want to stay in the classroom—and who want advanced study directly aimed at that intention, and who want to work with colleagues, and who want a program oriented around the needs of their school community—have been left wanting. The degrees we intend to offer meet these needs of teachers and so meet the greater societal need to improve teaching and learning in classrooms.

D. Methodology used to determine "B" and "C" above.

As noted above (1. Needs), a survey design was implemented in the spring of 2013 to assess the perceptions of and need for the new degrees from administrators and teachers across southwest Missouri. The Missouri State Institutional Review Board approved the study. Survey Monkey (www.surveymonkey.com) was used to distribute the questionnaire online via the email addresses of school superintendents (n=99) asking them to forward the link to the questionnaire to their school administrators and teachers. This first emailing had a poor response rate, about 6%. Three weeks later a second emailing to area principals (n=373), asking them to respond and also forward the questionnaire link to their teachers, produced a response rate increase to 13%. We had then a total of 59 responses out of 463 emails. The reasons for this poor response rate are uncertain. In the spring, teachers and administrators are focused on MAP testing; they are flooded regularly with survey requests; culturally, survey design has entered into the public discourse and is used for almost all efforts at capturing sentiment, but at the same time the research design is easy to ignore by participants as inconsequential and not taken seriously. Basically, the reasons for the low response rate are unclear. Data from the 17 item questionnaire was collected from the Survey Monkey website in May of 2013. (See Appendix C for the questionnaire and the summarized data for all items.)

The following items on the questionnaire, 8, 10, and 11, directly focused on key aspects of the new degrees: site-based inquiry project oriented approach, direct faculty involvement, and cohorts. For those who responded, there was strong support.

Item 8. "I see the need for the new site-based and inquiry project oriented degrees focused on classroom and school improvement." Out of 57 responses (2 skipped the item), 45 (79%) either agreed or strongly agreed.

Item 10. "Active and sustained direct involvement on-site with Missouri State Education faculty is of significant benefit to the new degree offerings." Out of 59 responses, 43 (73%) either agreed or strongly agreed.

Item 11. "The site-based cohort approach is the best way to offer these new advanced degrees." Out of 59 responses, 50 (85%) either agreed or strongly agreed.

While these percentages are encouraging, there are too few respondents to generalize. Yet, these limited results are consistent with the two prior survey efforts to "test the waters" already mentioned. Taken together over the course of two years, there exists at least some widespread interest in the approach to the new degrees. Other items in the questionnaire are demographic in intent and seek more specific information to help with refining how best to offer the degrees. But, again, what is most telling, is the sense that these new degrees are perceived to have value and would very likely have enough students initially to be consistent with the table in 1 A above.

As evidenced in the few qualitative comments asked for in Item 17, respondent number 4 perhaps speaks for many teachers, the need to unify theory and practice in support of continued teacher enhancement where both teachers and students are part of increases in development and achievement, "that teaching and learning go hand in hand and that the learning process must be governed and motivated by the needs and determination of the student together with the dedication and flexibility of the teacher." This is exactly what these new degrees are designed to fulfill.

2. Duplication and Collaboration:

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

We understand that Southwest Baptist University (Bolivar, MO) offers a Specialist in Education—Curriculum and Instruction degree. It does not emphasize teacher leadership, and it is not site-based. We know of no other programs similar to the one we intend to offer.

Delivery of the program does not involve a collaborative effort with any external institution or organization.

3. Program Structure (form PS):

Objectives:

- To respond to teacher and school need, and to market demand, for a Specialist in Education degree designed especially for classroom teacher;
- To design a degree that prepares teachers for leadership positions within and beyond their school—separate from degrees in educational administration that certify teachers to become principals;
- To design a degree that responds to the desire of teachers to work on-site and with their colleagues and that helps individual teachers improve their teaching; and a degree designed to help whole school communities identify and respond to needs or problems in their schools and communities;
- To create a degree built both to provide carefully constructed school community discussions while still offering students a full slate of individualized emphasis and elective areas;

- To create a degree that utilizes an inquiry project-based and action research framework to develop teachers-as-researchers;
- To create a degree that builds new, better, or stronger relationships with area pre-K—12 school districts.

A. What are the total credits required for graduation? This should match C+D+E below.

36 Credit Hours

B. Are there any residency requirements?

There are no special residency requirements.

Total Credits by Category

C. General Education courses: Total credits required: NA

D. Major requirements: total credits required: 24

| Course ID | Course Title | Credits |
|-----------|--|---------|
| EDC 800 | Teacher Leadership I: Contemporary Educational Problems | 5 |
| EDC 801 | Teacher Leadership II: Diversity and Curricular Design | 5 |
| EDC 802 | Teacher Leadership III: Building Classroom Climate and Effective Student Assessments | 5 |
| EDC 803 | Teaching and Learning IV: Curriculum Development | 3 |
| EAD 751 | Foundations of Educational Administration | 3 |
| SFR 890 | SFR 890 Field Research and Evaluation | 3 |

E. Elective credits: 12

Students will choose an Emphasis Area or a series of elective courses. We intend to offer emphasis areas in this degree (and the Master of Arts, Teaching and Learning degree) as follows. Each area will designate classes that can and will be offered:

1. Secondary education: Candidate's area of certification/teaching
2. Educational technology:
3. Literacy: Chose from among
4. Elementary education
5. Early childhood and family education
6. Educational leadership
7. Special education
8. Counseling
9. Middle school education
10. Educational research

11. Educational foundations.

*The associated Certificate in Teacher Leadership will require the completion of the 18 credit hour EDC 800, 801, 802, and 803 SETL core courses only.

F. Describe any requirements for thesis, internship or other capstone experience.

Students will build a professional dossier, complete with a major curriculum or instructional project, or conduct another action research project that is informed by their previous research projects. Quality of this final project will need to be consistent with research work conducted at the Specialist level. Students will showcase their research in a presentation to an instructional team that includes MSU faculty and school administrators.

G. Describe any unique features such as interdepartmental cooperation.

This degree depends on interdepartmental cooperation, especially for the fulfillment of the Emphasis/Elective area courses. Departments may also be involved in the final research projects if a match between student interest and faculty time and interest makes such involvement suitable.

4. Financial Projections (for public institutions only; Form FP):

Please see Appendix B

5. Program Characteristics and Performance Goals (form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.

A. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Students must possess a master's degree in an education related field and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.

- Characteristics of a specific population to be served, if applicable.

Not applicable

B. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

MSU faculty will have a terminal degree—a Ph.D. or Ed.D. The MSU faculty member will be the teacher of record. In addition, a K—12 faculty member or school administrator will be chosen as a co-instructor for each cohort. This instructor will be hired as adjunct faculty (2 credit hours of the 5 hour classes typical of this degree) to facilitate instruction on-site. Facilitators will possess, at minimum, a MA or MS plus additional graduate hours. Facilitators will likely possess either a Specialist in Education, Ph.D. or Ed.D.

- Estimated percentage of credit hours. . . .

Full time MSU faculty are expected to teach a significant majority (two thirds) of courses in the 18 credit hour Professional Learning Community core. Full-time MSU faculty will also teach a majority of other classes in the Elective/Emphasis area sections of the degree.

- Expectations for professional activities, special student contact, teaching/learning innovation

Students will be expected to engage in other professional activities appropriate to the profession. They will present their final research projects to MSU faculty members and school district personnel—in addition, perhaps, at a regional or national education conference, such as the annual Critical Questions in Education conference.

C. Enrollment Projections (repeat section 1.A.i)

- Student FTE majoring in program by the end of five years.

At the end of five years we will have approximately 14 Full-time Equivalent Students (FTE) in the program.

- Percent of full time and part time enrollment by the end of five years.

100% of the students in this program will be part-time.

D. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

We expect 7 graduates three years post-implementation and 20 graduates five years post-implementation.

- Special skills specific to the program

Students will gain advance skills related to teaching and learning through both the 18 hour core courses and (with the exception of the certificate program) through study in the Emphasis/Elective area.

- Proportion of students who will achieve licensing, certification, or registration

Not applicable. These degrees do not lead to advanced licensing, certification, or registration.

- Performance on national and/or local assessments. . . .

A written Comprehensive Examination will be given to all students in the M.A. in Teaching & Learning and Specialist in Education—Teacher Leadership degrees. It is expected that 100% of students will pass.

- Placement rates in related fields, in other fields, unemployed.

Not applicable. Students will be employed, and these degrees and this certificate program do not lead to jobs in other fields.

- Transfer rates, continuous study.

Not applicable.

E. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

The faculty in Reading, Foundations, and Technology will conduct all necessary self-studies or other reports required by MSU, the Department of Elementary and Secondary Education, and NCATE/CAEP. Drafts of such reports will be provided when necessary and will be subject to internal and external review. These degrees will be reviewed during site visits by DESE as planned.

F. Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

The two programs will survey graduates of the degrees at their last known address each fall, beginning with the fall after the first students matriculate. Maintenance of contact with graduates can be accomplished through listings of public school teachers kept by DESE. We expect very high satisfaction rates, at or above 90%.

- Expected satisfaction rates for employers, including timing and method of surveys

A survey for completion by employers will be sent at the end of one and two years post degree completion. We expect very high satisfaction rates, at or above 90%.

6. The Educator Preparation Program (EPP) at Missouri State University was granted Continuing Accreditation at both the Initial and Advanced levels by the Council for the Accreditation of Educator Preparation (CAEP) in May of 2014. This new specialist's degree program adheres to expectations of CAEP that all advanced programs include meaningful and substantial field or internship experiences that include a focus on working with children and youth from diverse backgrounds. The initial graduate course experiences, as outlined in this proposal, clearly reflect these standards and expectations with a plan for assessing candidate proficiencies at the advanced level.
7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement.

The College of Education contributes to this public affairs mission at both the undergraduate and graduate levels. A central mission of Missouri State University has been the preparation of quality teachers since the institution began as Missouri Normal School #4 over a hundred years ago. The proposed degree is the next step in living the legacy of this university, bringing its background, expertise, and resources to bear on a central public affair—the improvement of education for our children. Drawing on a new site-based approach and on existing courses in many different academic areas—and offering the expertise of faculty in a variety of programs—this degree focuses the interest and energy of this institution in ways that will build stronger teachers, stronger schools, better student learning, and better communities.

Appendix A – Core Course Descriptions

EDC 800 - Teacher Leadership I: Contemporary Educational Problems (5)

Course description:

Prerequisite: Bachelor's degree and certification as a classroom teacher; master's degree in an education related field. This blended (online and face to face) course examines current educational problems at the macro-social level and how current trends in education ease or exacerbate those problems. These problems include, but are not limited to, the achievement gap, charter schools, socio-economics, homelessness, school funding, race/gender, community-school relationships, the social impact of technology, public school funding, the state of democracy, and so forth.

EDC 801 – Teacher Leadership II: Diversity and Curricular Design (5)

Course description:

Prerequisite: Bachelor's degree and certification as a classroom teacher; master's degree in an education-related field; EDC 800. This blended (online and face to face) course examines diversity and our shrinking global relationships through the lens of various theoretical perspectives (feminist, critical race theory, queer theory, etc) as the means to critique current curriculum models and construct more culturally responsive curriculum for 21st century students. Participants will lead in the creation of curriculum that is responsive to their particular students, has a global perspective, and is mindful of ability differences.

EDC 802 – Teacher Leadership III: Building Classroom Climate and Effective Student Assessments (5)

Course description:

Prerequisite: Bachelor's degree and certification as a classroom teacher; master's degree in an education related field; EDC 800, EDC 801. This blended (online and face to face) course examines various philosophical bases for creating successful classroom communities and reasonable strategies for assessing student growth. This course also examines the myriad ways that classroom community understandings impact why and how students might be assessed.

EDC 803 – Teacher Leadership IV: Curriculum Theory (3)

Course description:

Prerequisite: Bachelor's degree and certification as a classroom teacher; master's degree in an education related field; EDC 800, EDC 801, EDC 802. This blended (on line and face to face) course engages students in a critical examination of curriculum theory as the basis for making curricular decisions. The course encourages reflection about curriculum goals in light of contemporary and historically understood curriculum theory.

EAD 751 - Foundations of Educational Leadership (3)

Course description:

An introductory course designed for the student considering a career in educational leadership. Explores the history, basic theories, and major areas of responsibility in school leadership. EAD 751 is the first course to be taken in an administration degree program.

SFR 890 – Field Research and Evaluation (3)

Course description:

Specifically designed to give each student the prerequisite skills and competencies necessary for completion of field study research project(s) as well as preparation for conducting on-the-job institutional research.

be by printed materials, digital communication, and word of mouth—this last being, we expect, our primary tool.

Appendix C – Survey Questionnaire Results Summary




MSU NEW DEGREES NEEDS SURVEY





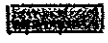


| 1. I have read and understood this information and consent to participate in this needs survey | | |
|--|------------------|----------------|
| | Response Percent | Response Count |
| Yes | 100.0% | 59 |
| No | 0.0% | 0 |
| answered question | | 59 |
| skipped question | | 0 |

| 2. I am currently a | | |
|------------------------|------------------|----------------|
| | Response Percent | Response Count |
| Teacher | 44.1% | 26 |
| Counselor | 0.0% | 0 |
| Administrator | 52.5% | 31 |
| Other (please specify) | 3.4% | 2 |
| answered question | | 59 |
| skipped question | | 0 |






3. I currently work in a(n)

| | | Response Percent | Response Count |
|--------------------------|---|---------------------|-------------------|
| Urban school district |  | 15.5% | 9 |
| Suburban school district |  | 19.0% | 11 |
| Rural school district |  | 65.5% | 38 |
| answered question | | | 58 |
| skipped question | | | 1 |





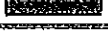
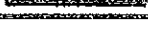
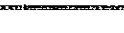





4. The current grade level I teach is

| | | Response Percent | Response Count |
|-------------------|---|---------------------|-------------------|
| Early Childhood |  | 1.8% | 1 |
| Elementary |  | 48.2% | 27 |
| Middle School |  | 14.3% | 8 |
| High School |  | 33.9% | 19 |
| K-12 |  | 10.7% | 6 |
| answered question | | | 56 |
| skipped question | | | 3 |






5. Years of experience

| | | Response Percent | Response Count |
|--------------------|---|---------------------|-------------------|
| less than 1 year |  | 1.7% | 1 |
| 1 to 5 years |  | 5.1% | 3 |
| 6-10 years |  | 23.7% | 14 |
| 11-15 years |  | 35.6% | 21 |
| more than 15 years |  | 33.9% | 20 |
| answered question | | | 59 |
| skipped question | | | 0 |






6. The subject matter certification areas I have are (check all that apply)

| | | Response Percent | Response Count |
|-------------------------|---|---------------------|-------------------|
| Art |  | 0.0% | 0 |
| Consumer/Family Science |  | 1.8% | 1 |
| English |  | 15.8% | 9 |
| Foreign Language |  | 1.8% | 1 |
| History |  | 14.0% | 8 |
| Mathematics |  | 21.1% | 12 |
| Reading |  | 17.5% | 10 |
| Science |  | 15.8% | 9 |
| Social Studies |  | 28.1% | 16 |
| Special Education |  | 10.5% | 6 |
| Vocational/Technical |  | 12.3% | 7 |
| Other (please specify) |  | 40.4% | 23 |
| answered question | | | 57 |
| skipped question | | | 2 |

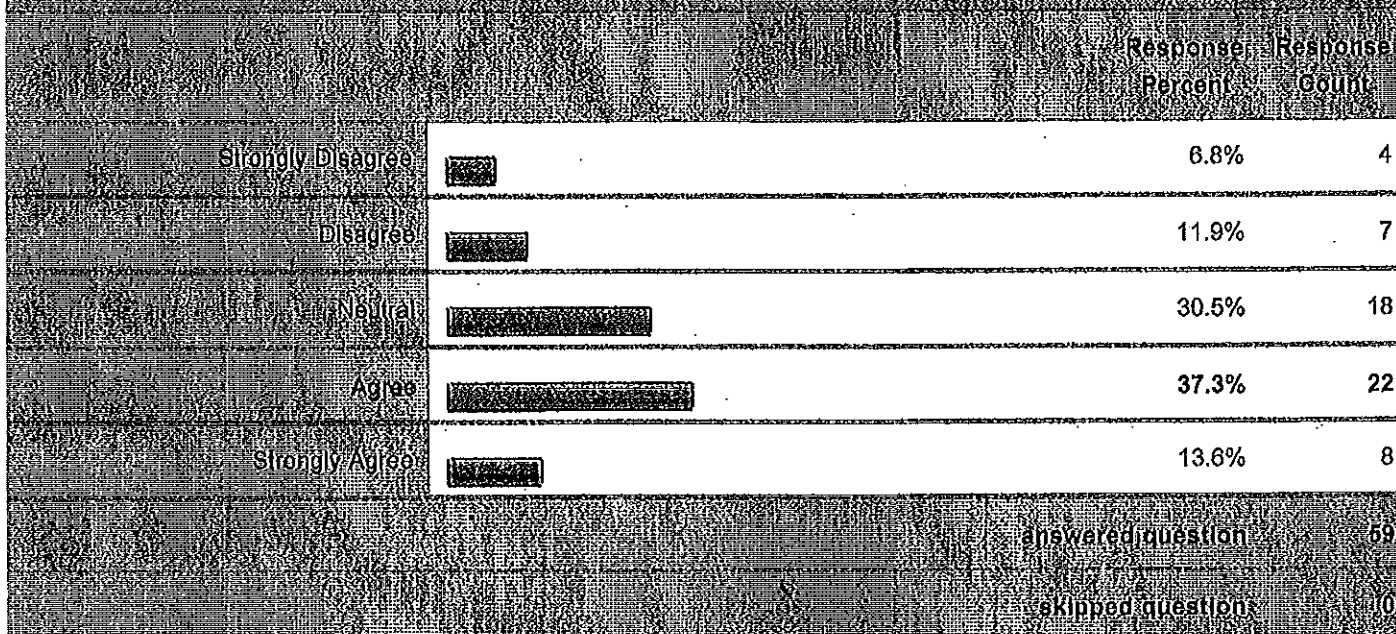
7. My highest education is:

| | | Response Percent | Response Count |
|---------------|---|-------------------|----------------|
| BS/BA |  | 13.6% | 8 |
| Master's |  | 32.2% | 19 |
| Master's Plus |  | 37.3% | 22 |
| EdD |  | 15.3% | 9 |
| PhD |  | 1.7% | 1 |
| | | answered question | 59 |
| | | skipped question | 0 |

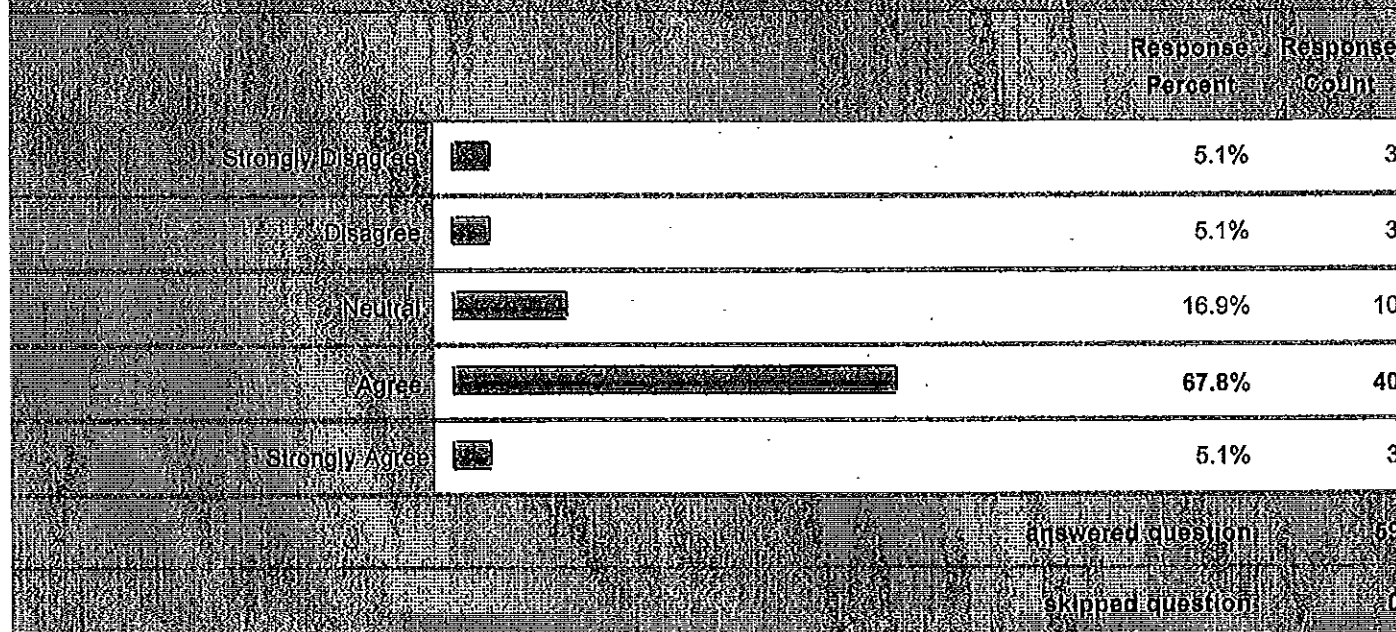
8. I see the need for the new site based and inquiry project oriented degrees focused on classroom and school improvement

| | | Response Percent | Response Count |
|-------------------|---|-------------------|----------------|
| Strongly Disagree |  | 12.3% | 7 |
| Disagree |  | 1.8% | 1 |
| Neutral |  | 7.0% | 4 |
| Agree |  | 42.1% | 24 |
| Strongly Agree |  | 36.8% | 21 |
| | | answered question | 57 |
| | | skipped question | 2 |






9. There is a need for a pre-master's certificate that focuses on advances in teaching and learning



10. Active and sustained direct involvement on site with Missouri State Education faculty is of significant benefit to the new degree offerings









11. The site-based cohort approach is the best way to offer these new advanced degrees

| | | Response Percent | Response Count |
|-------------------|---|------------------|----------------|
| Strongly Disagree |  | 1.7% | 1 |
| Disagree |  | 3.4% | 2 |
| Neutral |  | 10.2% | 6 |
| Agree |  | 45.8% | 27 |
| Strongly Agree |  | 39.0% | 23 |
| answered question | | | 59 |
| skipped question | | | 0 |






12. The best time to offer the new Teaching and Learning degree courses during the fall and spring semesters is (please rank order)

| | 1 | 2 | 3 | Rating Average | Rating Count |
|--|------------|------------|------------|----------------|--------------|
| Weekly/weekday evening on site (3 hrs. each) (15/16 sessions) | 76.3% (45) | 11.9% (7) | 11.9% (7) | 1.36 | 59 |
| Friday evening (2 hrs.) and Saturday (6 hrs.) every three weeks on site (6 sessions) | 5.1% (3) | 49.2% (29) | 45.8% (27) | 2.41 | 59 |
| Every 3rd Saturday (8 hrs., 6 sessions) | 18.6% (11) | 39.0% (23) | 42.4% (25) | 2.24 | 59 |
| answered question | | | | | 59 |
| skipped question | | | | | 0 |





13. For elementary school teachers, I would be interested in acquiring a Master's Degree in

| | | Response Percent | Response Count |
|---|---|---------------------|-------------------|
| Early childhood education (on MSU campus/ on-line) |  | 6.5% | 2 |
| Elementary education (on MSU campus/ on-line) | | 0.0% | 0 |
| Reading |  | 12.9% | 4 |
| Special Education |  | 3.2% | 1 |
| The new on site degree in Teaching and Learning, with an emphasis area of my choosing |  | 9.7% | 3 |
| I do not intend to get a Master's degree in education at this time |  | 41.9% | 13 |
| Other (please specify) |  | 25.8% | 8 |
| answered question | | | 31 |
| skipped question | | | 28 |

14. For middle and high school teachers, I would be interested in acquiring a Master's Degree in:

| | | Response Percent | Response Count |
|---|--|------------------|----------------|
| My subject matter field (bio, mathematics, science, history, etc.) |  | 3.3% | 1 |
| My subject matter field and education (e.g., mathematics education, science education, history education, etc.) |  | 20.0% | 6 |
| The new on-site degree in teaching and learning with an emphasis area of my choosing |  | 13.3% | 4 |
| I do not intend to get a Master's degree in education at this time |  | 40.0% | 12 |
| Other (please specify) |  | 23.3% | 7 |
| answered question | | | 30 |
| skipped question | | | 29 |

15. For all teachers who already have a Master's Degree

| | | Response Percent | Response Count |
|--|---|------------------|----------------|
| I am interested in the new Specialist in Education Teacher Leadership degree |  | 45.9% | 17 |
| I am interested in a Specialist in Education degree in another field |  | 8.1% | 3 |
| I am not interested in a new Specialist in Education degree |  | 18.9% | 7 |
| I am not interested in a new Specialist in Education degree, but would like to work with colleagues in the Professional Learning Community courses (18 credit hours) |  | 27.0% | 10 |
| answered question | | | 37 |
| skipped question | | | 22 |

16. I would prefer a Master's Degree or Specialist in Education Degree that was: (please rank order)

| | 1 | 2 | 3 | 4 | Rating Average | Rating Count |
|--|------------|------------|------------|------------|----------------|--------------|
| All on-line | 24.5% (13) | 34.0% (18) | 17.0% (9) | 24.5% (13) | 2.42 | 53 |
| All on MSU campus | 9.4% (5) | 13.2% (7) | 37.7% (20) | 39.6% (21) | 3.08 | 53 |
| Mix of on-MSU campus and on-line | 22.6% (12) | 32.1% (17) | 30.2% (16) | 15.1% (8) | 2.38 | 53 |
| Mostly on site working with colleagues | 43.4% (23) | 20.8% (11) | 15.1% (8) | 20.8% (11) | 2.13 | 53 |
| answered question | | | | | | 53 |
| skipped question | | | | | | 6 |

17. If you have any additional comments to help us establish the need for and interest in these new Teaching and Learning degrees, please enter them in the space provided below. (This is an anonymous questionnaire, but please be aware that information you provide here might identify you. All such comments will be changed to protect confidentiality.)

Response
Count

11

answered question

11

skipped question

48

- 1 I would love to have an advanced degree in literacy instruction for Primary grades May 18, 2013 1:22 PM
- 2 Being an administrator and answering this survey was not very applicable. May 16, 2013 12:51 PM
- 3 Just wanted you to know that I was unable to rank the answers in the order I wanted. It ranked them for me... May 16, 2013 7:42 AM
- 4 While I adore the learning process and I think that advanced degrees are a good thing...more letters after one's name does not make him/her a better teacher. By that same token, in the past 40 years we have increased our "theory of education" learning and focused on educating ourselves out of the mess we are in and it isn't working. Teacher's spend so much time having to defend what they are doing in class ...whose method, what educational theory, which approved methods are we using...We spend way too much time worrying about alphabet soup and not enough time cultivating the vegetables. I was 6 months into my graduate program before I understood the concept of RTI at which point I realized that my teachers practiced that 35 years ago it's just that somebody got a D.Ed. because he gave it a name and put it in a Thesis paper. Teaching is about the day to day one to one relationship triangle of student to teacher to subject. No theory is 100% accurate for all students so teachers need to be flexible. When districts propose new "philosophy" as the next step to being better I just think, "how are they going to screw up a good idea?" WITH REGARD TO A COHORT PROGRAM... I received my Master's as part of such a program. I felt supported and I felt validated within the program. Did the coursework make me a better teacher? I don't think so. What made me a better teacher was being in my classroom, using my skills, sharing what I know with my cohort member in the graduate classroom and listening to their ideas and taking from those conversations all that I could back to my classroom to add to my stock pot. I honestly believe in continued education. But I believe in application of what is learned in the practical sense. Being able to recite Marzano or Piaget or being able to plot a graph of student scores means one is a likely to be a good student. It does not mean one is likely to be a good teacher. Please keep that in mind. It's amazing how, long ago, many teachers were barely college graduates and yet produced scientists and doctors and lawyers and, yes, great teachers. Now we have all of these technologies and philosophies and advanced learning programs available and yet we flounder in academia. We seem to have forgotten that teaching and learning go hand in hand and that the learning process must be governed and motivated by the needs and determination of the student together with the dedication and flexibility of the teacher. Curriculum and District be damned. Thank you.

May 16, 2013 7:32 AM

- 5 MSU really needs to offer an on-line masters in reading program. I would have loved to continue my masters work with MSU (I obtained my BS from MSU) but had to look to UALR to their MED Reading program. They have an on-line program that works well for working teachers who have limited time to dedicate to conventional-style campus class times.
- 6 I completed my MAsters in Educational Technolofy from Central MissouriUniversity. All of my classes were online. I enjoyed the flexibility that the online classes gave me.
- 7 Financial assistance would be necessary for me. May 15, 2013 2:09 PM
- 8 I believe the students are going to need hands-on training with a variety of device and software like tablets or android, and mac, along with mac an pc laptops. Utilize "free" resources as much as possible too, so that students are not burdened to purchase software that may not be available at all school districts. May 15, 2013 10:54 AM
- 9 The rank system did not work right for me. Cohort on site with colleagues is the first choice. Good idea.
- 10 Very interested in SmartBoard technology & its benefits in the classroom. Apr 18, 2013 2:27 PM
- 11 The ranking drop-down windows are not functioning correctly on my survey. They automatically number 1-2-3-4 etc when activated....Thanks! Apr 21, 2013 7:25 AM



STUDENT ENROLLMENT PROJECTIONS

| Year | 1 | 2 | 3 | 4 | 5 |
|-----------|----|----|----|----|----|
| Full Time | 0 | 0 | 0 | 0 | 0 |
| Part Time | 10 | 20 | 25 | 30 | 35 |
| Total | 10 | 20 | 25 | 30 | 35 |

Please provide a rationale regarding how student enrollment projections were calculated:

The need for site-based graduate programs for practicing teachers is confirmed in a variety of different ways. Site-based graduate programs have been put into place across the country. This switch has been driven by market demands. Given the choice between campus-based graduate programs, on-line programs, or site-based programs, teachers overwhelmingly prefer site-based programs. We confirmed this demand with our own survey of area teachers in Spring, 2011. A further survey of needs was conducted in Summer and Fall 2012 in discussion with area school superintendents and principals. We presented the degree ideas to area administrators and asked if they would want to host a cohort. Every school administrator indicated a desire to have these degrees available to their teachers; all wanted to talk to MSU about possibly having the cohort hosted on their school site; one school superintendent indicated that if he couldn't have such degrees from MSU, he would seek them from another university. A more comprehensive needs survey has confirmed the need for these degrees and these certificate programs.

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

Market Demand: Missouri State University is located in the heart of hundreds of square miles of rural and suburban southwest Missouri. Some of the pre-K—12 schools in this part of Missouri are well over a hundred miles away from any university offering graduate programs for teachers. Increasingly few

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Form SE - Student Enrollment Projections



teachers travel to the campus of Missouri State University, or other college campuses, for graduate education. On-line programs serve some of these teachers, but most on-line programs specialize in degrees preparing teachers to become administrators—they are not aimed at giving teachers additional knowledge and skill to perfect their craft in the classroom. And they are not the kinds of degrees teachers and their administrators say they need—and they are not site-based, which is what practicing teachers want. Smaller colleges in the area are not well positioned to offer site-based cohorts in the areas served by Missouri State University.

Post-master's degrees—especially a Specialist in Education degree for teachers who want to remain teachers—is an untapped market in this part of Missouri. The degree we intend to offer, the Teacher leadership degree, is being offered by more and more universities—though not in Missouri. Educational reform, starting with NCLB legislation in 2001, has increasingly called for “teacher leaders” to enact improvements in student learning. And no university, to our knowledge, offers a site-based cohort model where teacher colleagues—regardless of whether they are seeking a master's degree, a Specialist degree, or the certificate in Teaching & Learning—can study and learn together in ways that will improve their teaching and the school communities in which they teach.

Societal Need: We need teachers to continue to improve their teaching practice. Getting initial certification to teach from an undergraduate institution is one thing, but continuing to study and learn how to be more effective in the classroom is another. Teachers who want to become administrators, counselors, librarians, or literacy coaches—or who want some other similar professional track—have many options for acquiring the knowledge and certification they need. But those teachers who want to stay in the classroom—and who want advanced study directly aimed at that intention, and who want to work with colleagues, and who want a program oriented around the needs of their school community—have been left wanting. The degrees we intend to offer meet these needs of teachers and so meet the greater societal need to improve teaching and learning in classrooms.

Research: As noted above (1. Needs), a survey design was implemented in the spring of 2013 to assess the perceptions of and need for the new degrees from administrators and teachers across southwest Missouri. The Missouri State Institutional Review Board approved the study. Survey Monkey (www.surveymonkey.com) was used to distribute the questionnaire online via the email addresses of school superintendents (n=99) asking them to forward the link to the questionnaire to their school administrators and teachers. This first emailing had a poor response rate, about 6%. Three weeks later a second emailing to area principals (n=373), asking them to respond and also forward the questionnaire link to their teachers, produced a response rate increase to 13%. We had then a total of 59 responses out of 463 emails. The reasons for this poor response rate are uncertain. In the spring, teachers and administrators are focused on MAP testing; they are flooded regularly with survey requests; culturally, survey design has entered into the public discourse and is used for almost all efforts at capturing sentiment, but at the same time the research design is easy to ignore by participants as inconsequential and not taken seriously. Basically, the reasons for the low response rate are unclear. Data from the 17 item questionnaire was collected from the Survey Monkey website in May of 2013. (See Appendix C for the questionnaire and the summarized data for all items.)



The following items on the questionnaire, 8, 10, and 11, directly focused on key aspects of the new degrees: site-based inquiry project oriented approach, direct faculty involvement, and cohorts. For those who responded, there was strong support.

Item 8. "I see the need for the new site-based and inquiry project oriented degrees focused on classroom and school improvement." Out of 57 responses (2 skipped the item), **45 (79%)** either agreed or strongly agreed.

Item 10. "Active and sustained direct involvement on-site with Missouri State Education faculty is of significant benefit to the new degree offerings." Out of 59 responses, **43 (73%)** either agreed or strongly agreed.

Item 11. "The site-based cohort approach is the best way to offer these new advanced degrees." Out of 59 responses, **50 (85%)** either agreed or strongly agreed.

While these percentages are encouraging, there are too few respondents to generalize. Yet, these limited results are consistent with the two prior survey efforts to "test the waters" already mentioned. Taken together over the course of two years, there exists at least some widespread interest in the approach to the new degrees. Other items in the questionnaire are demographic in intent and seek more specific information to help with refining how best to offer the degrees. But, again, what is most telling, is the sense that these new degrees are perceived to have value and would very likely have enough students initially to be consistent with the table in 1 A above.

As evidenced in the few qualitative comments asked for in Item 17, respondent number 4 perhaps speaks for many teachers, the need to unify theory and practice in support of continued teacher enhancement where both teachers and students are part of increases in development and achievement, "that teaching and learning go hand in hand and that the learning process must be governed and motivated by the needs and determination of the student together with the dedication and flexibility of the teacher." This is exactly what these new degrees are designed to fulfill.



PROGRAM STRUCTURE

A. Total credits required for graduation: 36

B. Residency requirements, if any: N/A

C. General education: Total credits: N/A

Courses (specific courses OR distribution area and credits):

| Course Number | Credits | Course Title |
|---------------|---------|--------------|
| | | |
| | | |

D. Major requirements: Total credits: 24

| Course Number | Credits | Course Title |
|---------------|---------|--|
| EDC 800 | 5 | Teacher Leadership I: Contemporary Educational Problems |
| EDC 801 | 5 | Teacher Leadership II: Diversity and Curricular Design |
| EDC 802 | 5 | Teacher Leadership III: Building Classroom Climate and Effective Student Assessments |
| EDC 803 | 3 | Teaching and Learning IV: Curriculum Development |
| EAD 751 | 3 | Foundations of Educational Administration |
| SFR 890 | 3 | Field Research and Evaluation |

E. Free elective credits:

12

(Sum of C, D, and E should equal A.)

Students will choose an Emphasis Area or a series of elective courses. We intend to offer emphasis areas in this degree (and the Master of Arts, Teaching and Learning degree) as follows. Each area will designate classes that can and will be offered:

1. Secondary education: Candidate's area of certification/teaching
2. Educational technology:
3. Literacy: Chose from among
4. Elementary education
5. Early childhood and family education
6. Educational leadership
7. Special education
8. Counseling
9. Middle school education
10. Educational research
11. Educational foundations.

*The associated Certificate in Teacher Leadership will require the completion of the 18 credit hour EDC 800, 801, 802, and 803 SETL core courses only.

F. Requirements for thesis, internship or other capstone experience:

Students will build a professional dossier, complete with a major curriculum or instructional project, or conduct another action research project that is informed by their previous research projects. Quality of this final project will need to be consistent with research work conducted at the Specialist level. Students will showcase their research in a presentation to an instructional team that includes MSU faculty and school administrators.

G. Any unique features such as interdepartmental cooperation:

This degree depends on interdepartmental cooperation, especially for the fulfillment of the Emphasis/Elective area courses. Departments may also be involved in the final research projects if a match between student interest and faculty time and interest makes such involvement suitable.



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Missouri State University
Program Name Specialist in Education in Teacher Leadership
Date 11/24/2014

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
Students must possess a master's degree in an education related field and must meet the requirements for admission to graduate school as stated under the Admission to Graduate Study section of the Graduate Catalog.
- Characteristics of a specific population to be served, if applicable.
Not applicable

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.
MSU faculty will have a terminal degree—a Ph.D. or Ed.D. The MSU faculty member will be the teacher of record. In addition, a K–12 faculty member or school administrator will be chosen as a co-instructor for each cohort. This instructor will be hired as adjunct faculty (2 credit hours of the 5 hour classes typical of this degree) to facilitate instruction on-site. Facilitators will possess, at minimum, a MA or MS plus additional graduate hours. Facilitators will likely possess either a Specialist in Education, Ph.D. or Ed.D.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Full time MSU faculty are expected to teach a significant majority (two thirds) of courses in the 18 credit hour Professional Learning Community core. Full-time MSU faculty will also teach a majority of other classes in the Elective/Emphasis area sections of the degree.
- Expectations for professional activities, special student contact, teaching/learning innovation.

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Students will be expected to engage in other professional activities appropriate to the profession. They will present their final research projects to MSU faculty members and school district personnel—in addition, perhaps, at a regional or national education conference, such as the annual Critical Questions in Education conference.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
At the end of five years we will have approximately 14 Full-time Equivalent Students (FTE) in the program.
- Percent of full time and part time enrollment by the end of five years.
100% of the students in this program will be part-time.

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
We expect 7 graduates three years post-implementation and 20 graduates five years post-implementation.
- Special skills specific to the program.
Students will gain advance skills related to teaching and learning through both the 18 hour core courses and (with the exception of the certificate program) through study in the Emphasis/Elective area.
- Proportion of students who will achieve licensing, certification, or registration.
Not applicable. These degrees do not lead to advanced licensing, certification, or registration.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
A written Comprehensive Examination will be given to all students in the M.A. in Teaching & Learning and Specialist in Education—Teacher Leadership degrees. It is expected that 100% of students will pass.
- Placement rates in related fields, in other fields, unemployed.
Not applicable. Students will be employed, and these degrees and this certificate program do not lead to jobs in other fields.
- Transfer rates, continuous study.

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Not applicable.

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**

The faculty in Reading, Foundations, and Technology will conduct all necessary self-studies or other reports required by MSU, the Department of Elementary and Secondary Education, and NCATE/CAEP. Drafts of such reports will be provided when necessary and will be subject to internal and external review. These degrees will be reviewed during site visits by DESE as planned.

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
The two programs will survey graduates of the degrees at their last known address each fall, beginning with the fall after the first students matriculate. Maintenance of contact with graduates can be accomplished through listings of public school teachers kept by DESE. We expect very high satisfaction rates, at or above 90%.
- Expected satisfaction rates for employers, including timing and method of surveys.
A survey for completion by employers will be sent at the end of one and two years post degree completion. We expect very high satisfaction rates, at or above 90%.

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Missouri State University is a public, comprehensive metropolitan system with a statewide mission in public affairs, whose purpose is to develop educated persons. The University's identity is distinguished by its public affairs mission, which entails a campus-wide commitment to foster expertise and responsibility in ethical leadership, cultural competence and community engagement. The College of Education contributes to this public affairs mission at both the undergraduate and graduate levels. A central mission of Missouri State University has been the preparation of quality teachers since the institution began as Missouri Normal School #4 over a hundred years ago. The proposed degree is the next step in living the legacy of this university, bringing its background, expertise, and resources to bear on a central public affair—the improvement of education for our children. Drawing on a new site-based approach and on existing courses in many different academic areas—and offering the expertise of faculty in a variety of programs—this degree focuses the interest and energy of this institution in ways that will build stronger teachers, stronger schools, better student learning, and better communities.